



**SOUTH CAROLINA**  
**STATE DEPARTMENT**  
**OF EDUCATION**

# **Final ADEPT Results**

## **2010–11**

**Issued by the**  
**Division of School Effectiveness**

**South Carolina Department of Education**  
**Columbia, South Carolina**

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**State Superintendent of Education**

## Introduction

*Effective educators are competent, caring professionals who have a significant and lasting impact on student learning and achievement.*

South Carolina's Assisting, Developing, and Evaluating Professional Teaching (ADEPT) system is designed to promote teacher effectiveness in two ways. Through the assistance and professional development processes, emphasis is placed on continuously improving instructional practices. During the formal evaluation process, the focus shifts to quality assurance. In combination, these two components help ensure that teachers in South Carolina are competent, caring, and effective.

ADEPT is a success-based system. It is expected that, given adequate and appropriate preparation and support during their teacher preparation and induction programs, most teachers will meet the formal evaluation criteria and will continue to increase their knowledge and expertise throughout the entirety of their teaching careers.

The following tables summarize the ADEPT evaluation results<sup>1</sup> for teachers<sup>2</sup> at each contract level. Explanations of the teacher contract levels and the ADEPT processes accompany each of the tables. Because ADEPT evaluation requirements are not prescribed for teachers employed under a letter of agreement, their ADEPT results are not included in this report. As information, 1,860 teachers were employed under a letter of agreement, for **a total of 52,490 teachers employed during the 2010–11 academic year.**

Data for this report were submitted electronically by school districts via a web-based application, the ADEPT Data System (ADS). Prior to the 2002–03 academic year, districts reported teachers' ADEPT results via the Professional Certified Staff (PCS) system.

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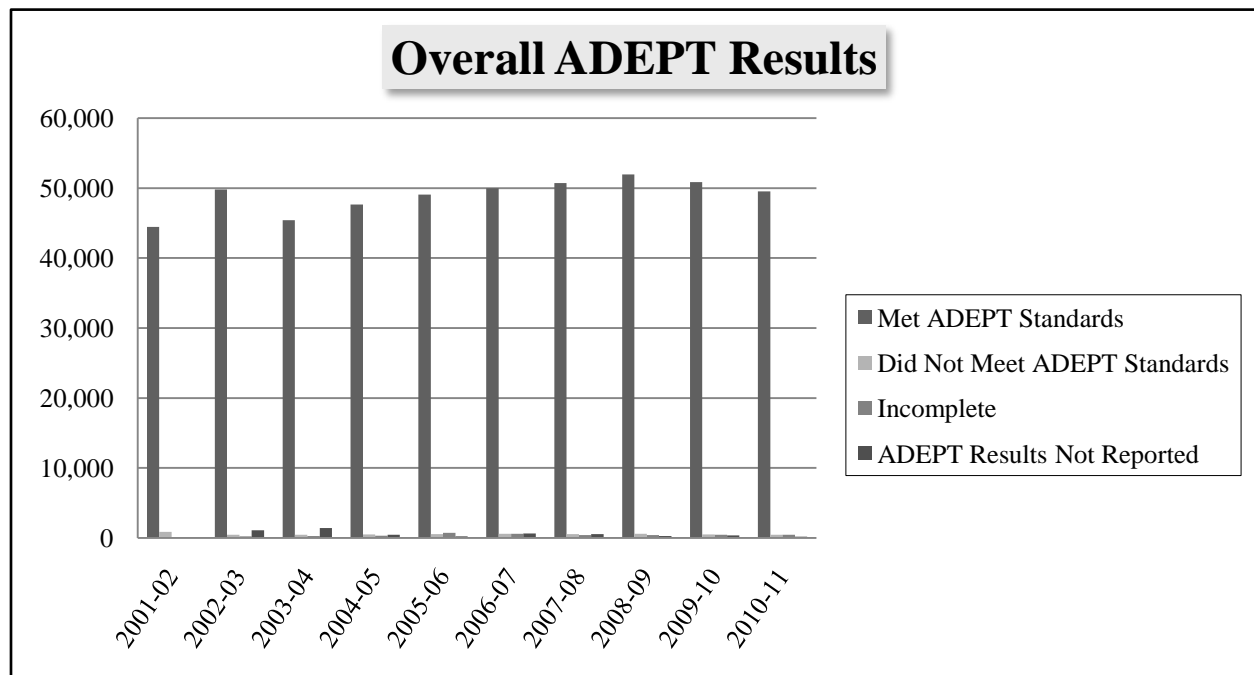
<sup>1</sup> Percentages for some academic years total slightly more or less than 100% due to the fact that all percentages are rounded to the nearest whole number.

<sup>2</sup> Under the current ADEPT system, the term *teachers* refers to classroom-based teachers, library media specialists, school guidance counselors, and speech-language therapists.

## STATEWIDE ADEPT RESULTS

(Teachers Employed Under Induction, Annual, and Continuing Contracts)

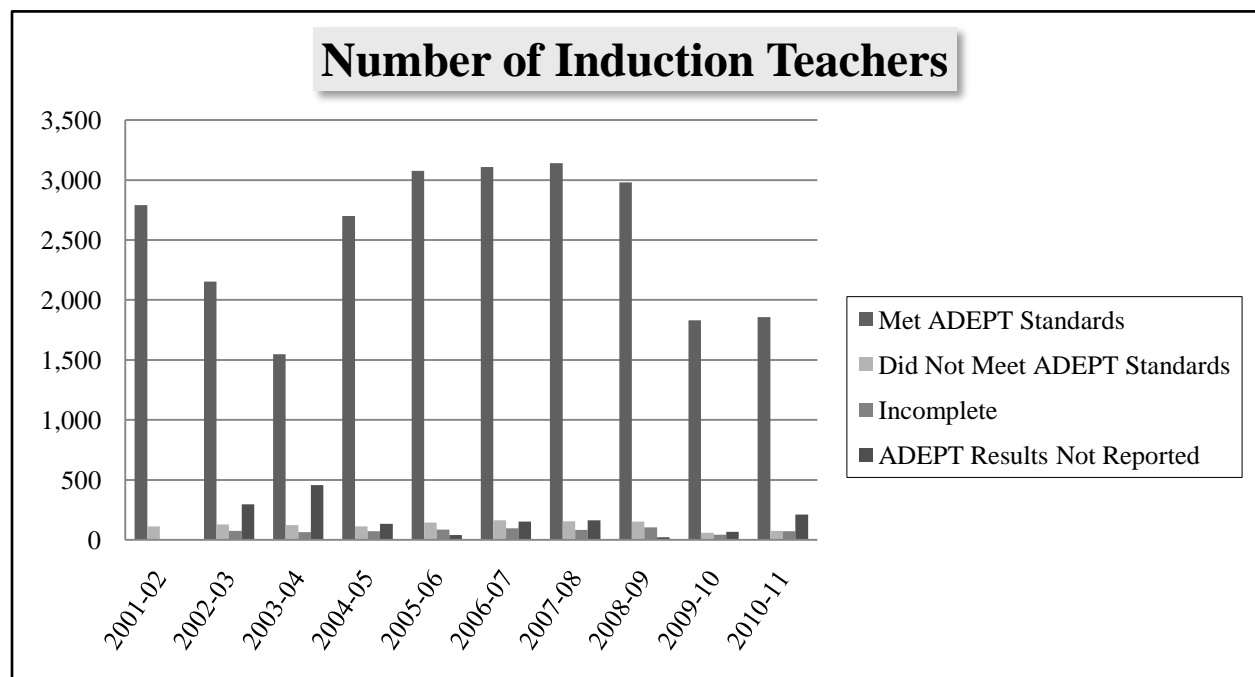
Academic Year	Total Number of Teachers Reported	Number and Percentage of Teachers			
		Met ADEPT Standards	Did Not Meet ADEPT Standards	ADEPT Cycle Incomplete	ADEPT Results Not Reported
2010–11	50,630	49,518 (98%)	439 (1%)	463 (1%)	210 (<1%)
2009–10	52,174	50,876 (97%)	507 (1%)	439 (1%)	352 (1%)
2008–09	53,217	51,949 (97%)	580 (1%)	431 (1%)	257 (1%)
2007–08	52,227	50,719 (97%)	545 (1%)	430 (1%)	533 (1%)
2006–07	51,848	49,983 (96%)	579 (1%)	621 (1%)	665 (1%)
2005–06	50,601	49,093 (97%)	572 (1%)	722 (1%)	214 (1%)
2004–05	48,947	47,655 (97%)	490 (1%)	345 (1%)	457 (1%)
2003–04	47,578	45,427 (95%)	451 (1%)	284 (1%)	1416 (3%)
2002–03	51,608	49,797 (96%)	449 (1%)	243 (<1%)	1119 (2%)
2001–02	45,331	44,477 (98%)	854 (2%)	No data	No data



## TEACHERS EMPLOYED UNDER INDUCTION CONTRACTS

**Induction contracts** are issued to teachers in their first year of teaching under a valid South Carolina pre-professional teaching certificate (e.g., initial, critical needs, international, and the like). During this induction year, teachers are evaluated formatively in order provide them with feedback and guidance to enhance their effectiveness. Districts provide beginning teachers with activities designed to facilitate their successful transition into professional practice. Novice teachers also receive support, assistance, and feedback from mentors, building administrators, and other experienced and novice teachers.

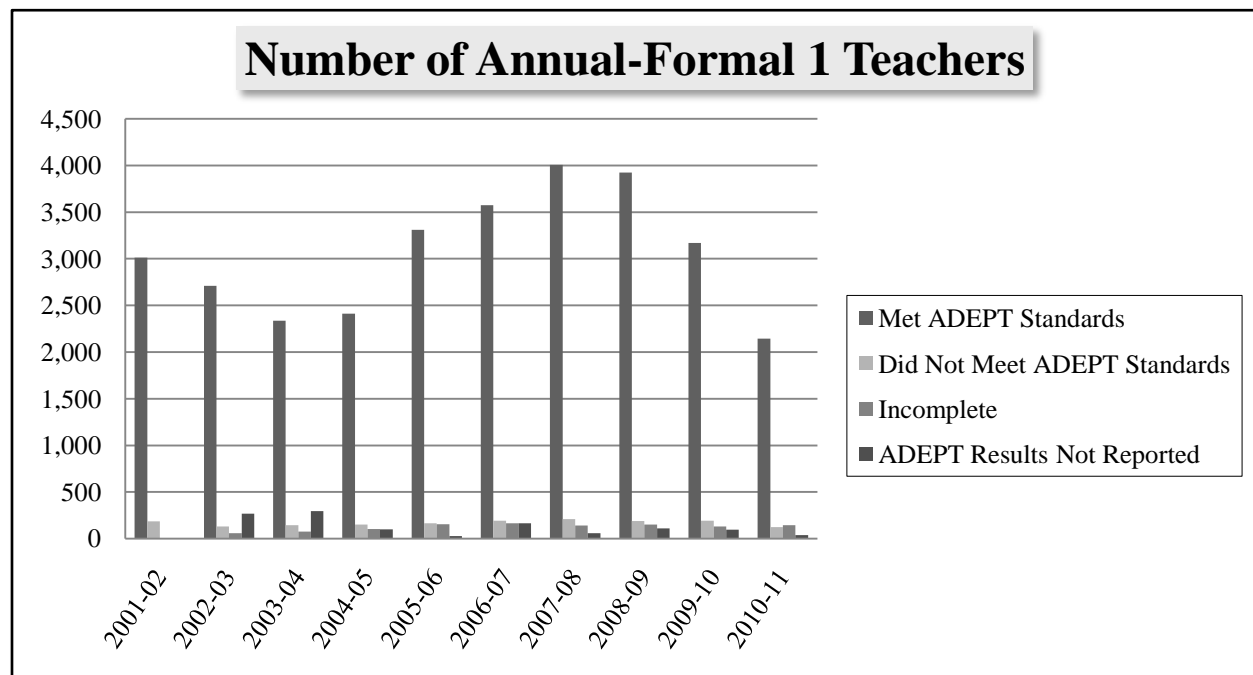
Academic Year	Total Number of Teachers Reported	Number and Percentage of Induction Teachers			
		Met ADEPT Standards	Did Not Meet ADEPT Standards	ADEPT Cycle Incomplete	ADEPT Results Not Reported
2010–11	2,027	1,856 (92%)	74 (4%)	71 (4%)	26 (1%)
2009–10	1,999	1,830 (92%)	58 (3%)	43 (2%)	68 (3%)
2008–09	3,258	2,981 (91%)	151 (5%)	105 (3%)	21 (1%)
2007–08	3,543	3,141 (89%)	154 (4%)	84 (2%)	164 (5%)
2006–07	3,515	3,107 (88%)	162 (5%)	95 (3%)	151 (4%)
2005–06	3,346	3,076 (92%)	145 (4%)	86 (3%)	39 (1%)
2004–05	3,017	2,699 (89%)	112 (4%)	72 (2%)	134 (5%)
2003–04	2,192	1,547 (70%)	124 (6%)	64 (3%)	457 (21%)
2002–03	2,651	2,154 (81%)	127 (5%)	74 (3%)	296 (11%)
2001–02	2,903	2,791 (96%)	112 (4%)	No data	No data



## TEACHERS EMPLOYED UNDER ANNUAL CONTRACTS FORMAL EVALUATION 1

Teachers who hold a valid South Carolina pre-professional teaching certificate and who have completed an induction year (or the equivalent) are eligible for employment at the annual-contract level. Annual-contract teachers must successfully complete an ADEPT formal (summative) evaluation in order to be eligible to advance to a professional teaching certificate and a continuing contract. Teachers in the **annual-formal 1** category are undergoing this formal evaluation process for the first time at this contract level.

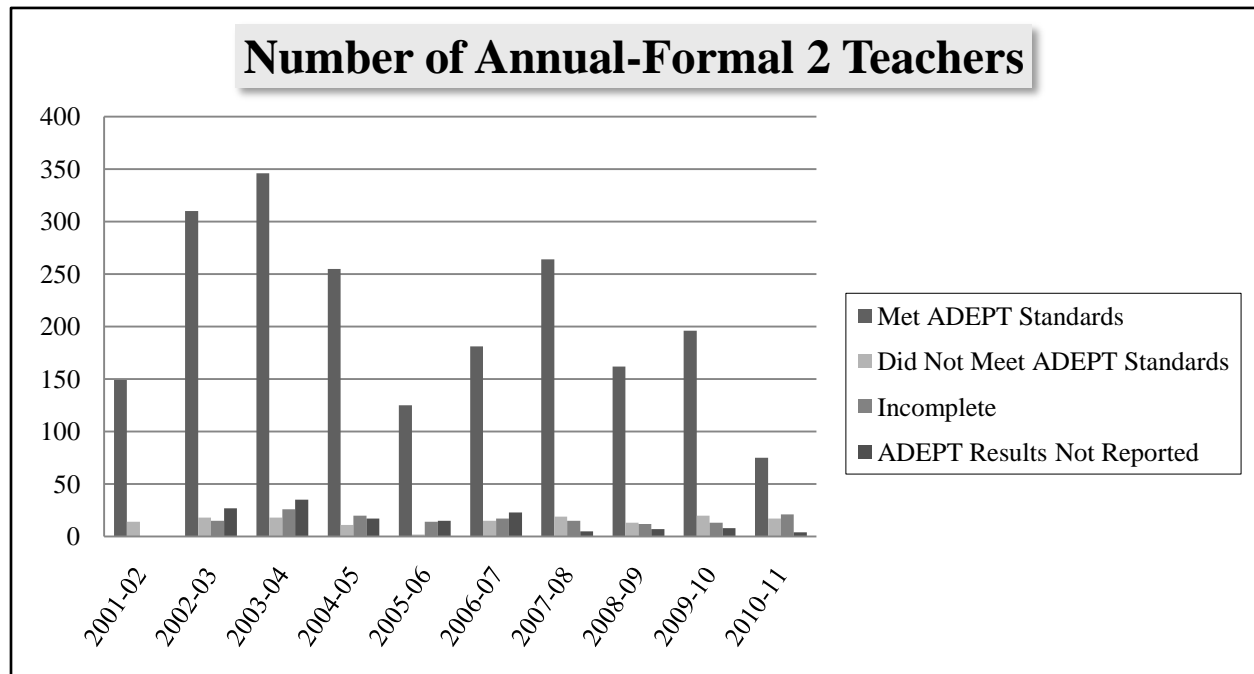
Academic Year	Total Number of Teachers Reported	Number and Percentage of Annual-Formal 1 Teachers			
		Met ADEPT Standards	Did Not Meet ADEPT Standards	ADEPT Cycle Incomplete	ADEPT Results Not Reported
2010–11	2,450	2,143 (87%)	123 (5%)	146 (6%)	38 (2%)
2009–10	3,592	3,170 (88%)	193 (5%)	132 (4%)	97 (3%)
2008–09	4,377	3,926 (90%)	190 (4%)	151 (3%)	110 (3%)
2007–08	4,415	4,007 (91%)	209 (5%)	141 (3%)	58 (1%)
2006–07	4,096	3,573 (87%)	194 (5%)	164 (4%)	165 (4%)
2005–06	3,657	3,310 (91%)	164 (4%)	154 (4%)	29 (1%)
2004–05	2,766	2,412 (87%)	151 (5%)	104 (4%)	99 (4%)
2003–04	2,851	2,336 (82%)	143 (5%)	77 (3%)	295 (10%)
2002–03	3,166	2,711 (86%)	130 (4%)	57 (2%)	268 (8%)
2001–02	3,200	3,013 (94%)	187 (6%)	No data	No data



## TEACHERS EMPLOYED UNDER ANNUAL CONTRACTS FORMAL EVALUATION 2

Teachers in the **annual-formal 2** category are undergoing the ADEPT formal evaluation process for the second time at this contract level. Teachers who fail the formal evaluation process for the second time at the annual-contract level are automatically suspended from teaching in any public school in this state for a minimum of two years. Additionally, these teachers must complete a state-approved program of remediation in order to have their teaching certificates reinstated.

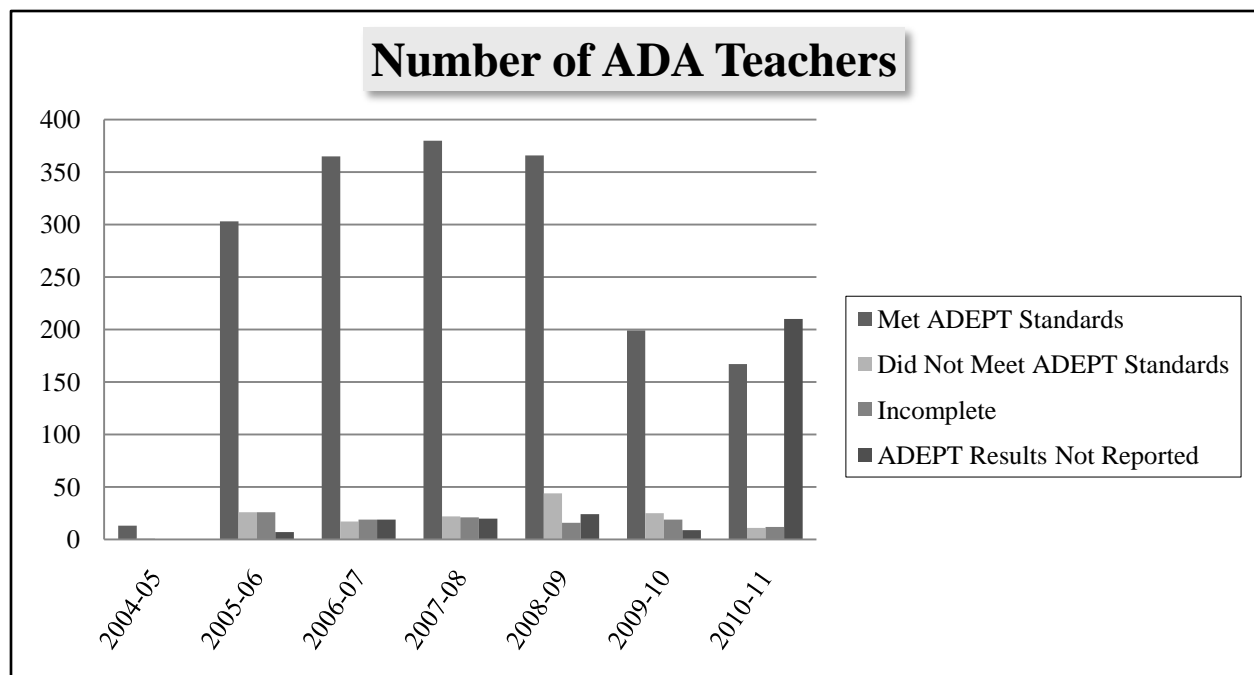
Academic Year	Total Number of Teachers Reported	Number and Percentage of Annual-Formal 2 Teachers			
		Met ADEPT Standards	Did Not Meet ADEPT Standards	ADEPT Cycle Incomplete	ADEPT Results Not Reported
2010–11	117	75 (64%)	17 (15%)	21 (18%)	4 (3%)
2009–10	237	196 (83%)	20 (8%)	13 (5%)	8 (3%)
2008–09	194	162 (84%)	13 (7%)	12 (6%)	7 (3%)
2007–08	303	264 (87%)	19 (6%)	15 (5%)	5 (2%)
2006–07	236	181 (77%)	15 (6%)	17 (7%)	23 (10%)
2005–06	156	125 (80%)	2 (1%)	14 (9%)	15 (10%)
2004–05	303	255 (84%)	11 (4%)	20 (7%)	17 (5%)
2003–04	425	346 (81%)	18 (4%)	26 (6%)	35 (8%)
2002–03	370	310 (84%)	18 (5%)	15 (4%)	27 (7%)
2001–02	163	149 (91%)	14 (9%)	No data	No data



## TEACHERS EMPLOYED UNDER ANNUAL CONTRACTS DIAGNOSTIC ASSISTANCE (ADA)

Teachers employed at the annual-contract level are eligible to receive one year of **(annual) diagnostic assistance (ADA)**, if needed. The purpose of diagnostic assistance is to support promising teachers who require additional help either after their induction year or after their first unsuccessful formal evaluation. Additionally, teachers from out of state or from a nonpublic school setting who have more than one year of teaching experience are eligible to receive a year of diagnostic assistance, at the discretion of the employing school district, in order to become familiar with the district and/or the ADEPT system prior to their formal evaluation. During the diagnostic assistance year, mentors, administrators, and peers provide support, assistance, and/or feedback tailored to meet the specific needs of each teacher.

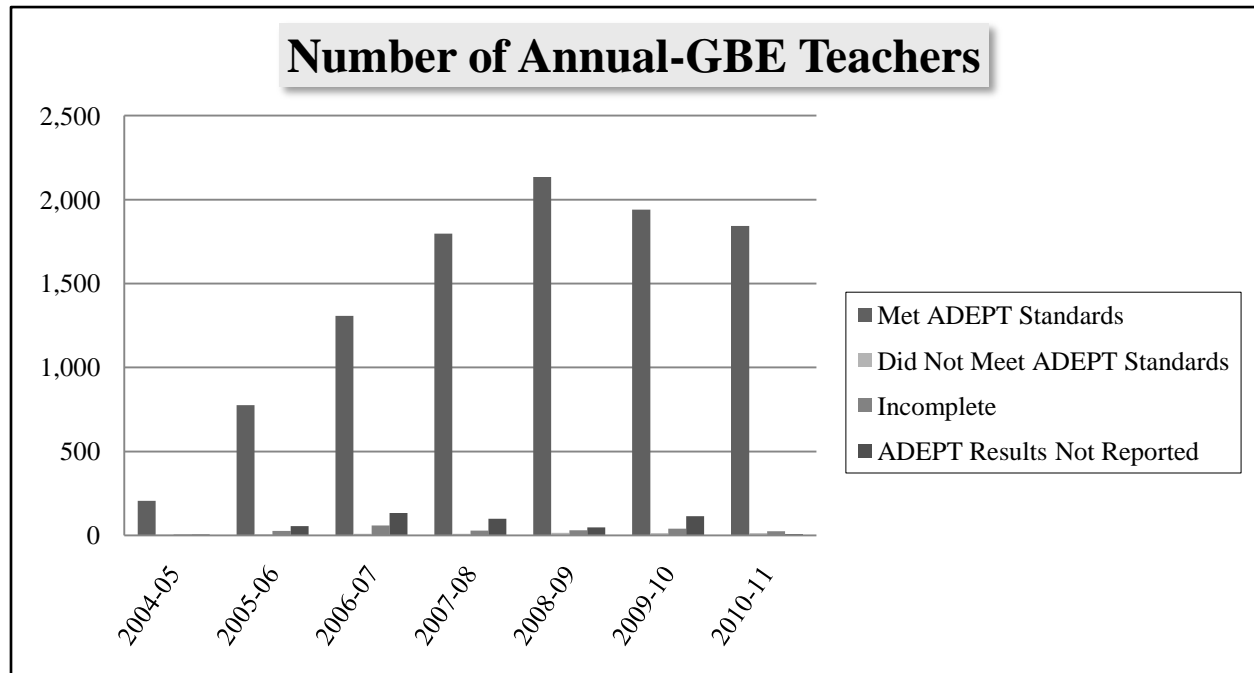
Academic Year	Total Number of Teachers Reported	Number and Percentage of ADA Teachers			
		Met ADEPT Standards	Did Not Meet ADEPT Standards	ADEPT Cycle Incomplete	ADEPT Results Not Reported
2010–11	197	167 (85%)	11 (6%)	12 (6%)	7 (4%)
2009–10	252	199 (79%)	25 (10%)	19 (8%)	9 (4%)
2008–09	450	366 (81%)	44 (10%)	16 (4%)	24 (5%)
2007–08	443	380 (86%)	22 (5%)	21 (5%)	20 (5%)
2006–07	420	365 (87%)	17 (4%)	19 (5%)	19 (5%)
2005–06	362	303 (84%)	26 (7%)	26 (7%)	7 (2%)
2004–05	14	13 (93%)	1 (7%)	0 (0%)	0 (0%)
The General Assembly approved the diagnostic assistance process for annual-contract teachers in 2004.					



## TEACHERS EMPLOYED UNDER ANNUAL CONTRACTS GOALS-BASED EVALUATION

At the annual-contract level, **goals-based evaluation (GBE)** applies primarily to alternative certification (PACE) teachers, career and technology education (CATE) teachers, and international teachers who have successfully completed a formal evaluation during a previous annual-contract year but who have not yet completed all other requirements for advancement to a professional teaching certificate.

Academic Year	Total Number of Teachers Reported	Number and Percentage of Annual-GBE Teachers			
		Met ADEPT Standards	Did Not Meet ADEPT Standards	ADEPT Cycle Incomplete	ADEPT Results Not Reported
2010–11	1,935	1,842 (95%)	13 (1%)	25 (1%)	55 (3%)
2009–10	2,108	1,940 (92%)	14 (1%)	40 (2%)	114 (5%)
2008–09	2,227	2,135 (96%)	15 (1%)	30 (1%)	47 (2%)
2007–08	1,933	1,797 (93%)	9 (1%)	28 (1%)	99 (5%)
2006–07	1,510	1,308 (87%)	9 (1%)	59 (4%)	134 (9%)
2005–06	864	775 (90%)	6 (1%)	27 (3%)	56 (6%)
2004–05	220	206 (94%)	4 (2%)	5 (2%)	5 (2%)
The General Assembly approved the goals-based evaluation (GBE) process for annual-contract teachers in 2004.					



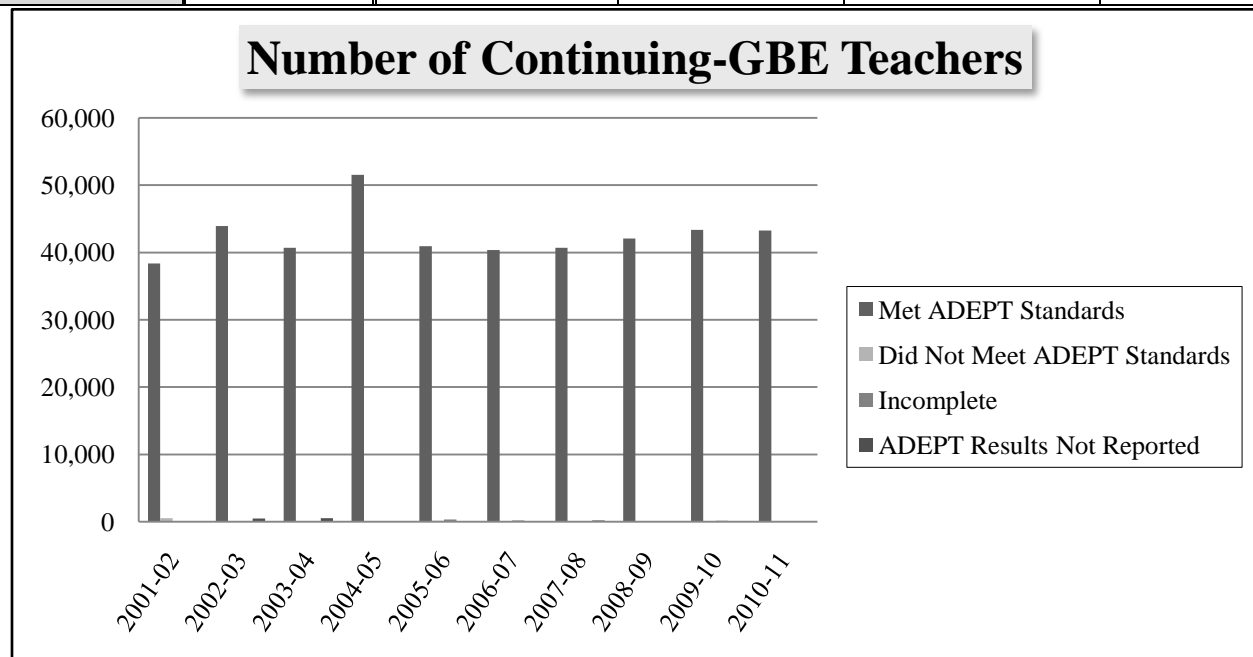


## TEACHERS EMPLOYED UNDER CONTINUING CONTRACTS GOALS-BASED EVALUATION (GBE)

**Continuing contracts** are issued to teachers who hold valid South Carolina professional teaching certificates. Teachers at the continuing-contract level have full procedural due process rights relating to employment and dismissal. All teachers employed under continuing contracts must be evaluated on a continuous basis; the evaluation may be formal or informal, at the discretion of the district, based on each teacher's needs and previous performance.

Informal evaluation is more commonly known as **goals-based evaluation (GBE)**. For experienced, effective educators, the focus of GBE is on professional collaboration and inquiry in order to increase teaching effectiveness. Educators for whom performance weaknesses have been documented over time collaborate with their respective administrators to develop and implement individualized performance goals and professional development plans.

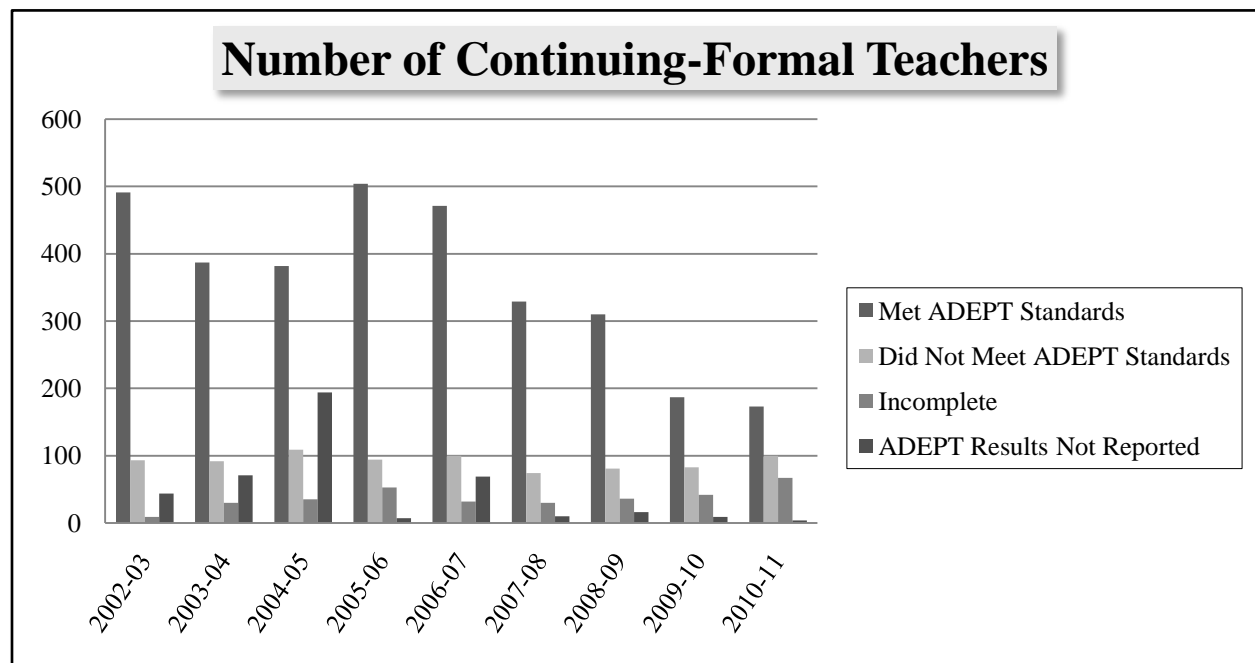
Academic Year	Total Number of Teachers Reported	Number and Percentage of Continuing-GBE Teachers			
		Met ADEPT Standards	Did Not Meet ADEPT Standards	ADEPT Cycle Incomplete	ADEPT Results Not Reported
2010–11	43,548	43,251 (99%)	101 (<1%)	119 (<1%)	77 (<1%)
2009–10	43,665	43,354 (99%)	114 (<1%)	150 (<1%)	47 (<1%)
2008–09	42,268	42,069 (99%)	86 (<1%)	81 (<1%)	32 (<1%)
2007–08	41,058	40,715 (99%)	56 (<1%)	110 (<1%)	177 (<1%)
2006–07	40,713	40,350 (99%)	68 (<1%)	192 (<1%)	103 (<1%)
2005–06	41,484	40,932 (99%)	131 (<1%)	360 (1%)	61 (<1%)
2004–05	41,722	41,533 (99%)	89 (<1%)	100 (<1%)	0 (0%)
2003–04	41,371	40,686 (98%)	69 (<1%)	73 (<1%)	543 (1%)
2002–03	44,509	43,915 (99%)	69 (<1%)	68 (<1%)	457 (1%)
2001–02	38,892	38,367 (99%)	525 (1%)	No data	No data



## TEACHERS EMPLOYED UNDER CONTINUING CONTRACTS FORMAL EVALUATION

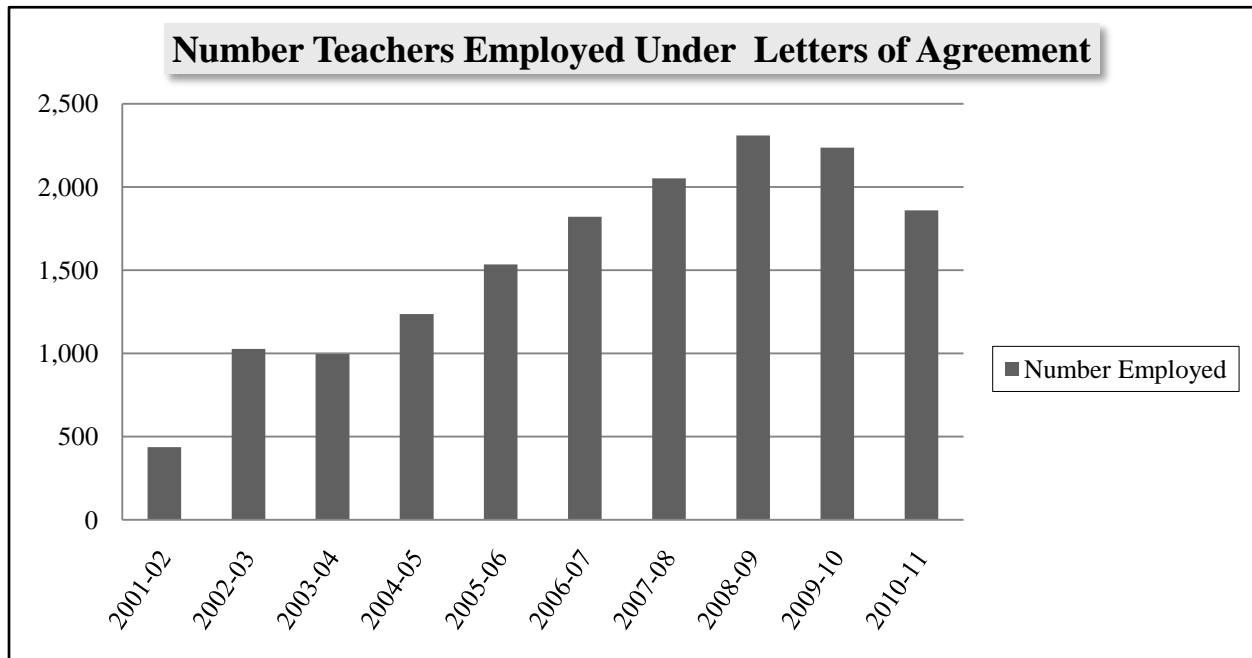
Continuing-contract teachers may be formally evaluated, at the discretion of the employing school district, provided that the teacher receives advance written notification, in accordance with state legal requirements.

Academic Year	Total Number of Teachers Reported	Number and Percentage of Continuing-Formal Teachers			
		Met ADEPT Standards	Did Not Meet ADEPT Standards	ADEPT Cycle Incomplete	ADEPT Results Not Reported
2010–11	342	173 (51%)	100 (29%)	67 (20%)	2 (1%)
2009–10	321	187 (58%)	83 (26%)	42 (13%)	9 (3%)
2008–09	443	310 (70%)	81 (18%)	36 (8%)	16 (4%)
2007–08	443	329 (74%)	74 (17%)	30 (7%)	10 (2%)
2006–07	672	471 (70%)	100 (15%)	32 (5%)	69 (10%)
2005–06	658	504 (77%)	94 (14%)	53 (8%)	7 (1%)
2004–05	720	382 (53%)	109 (15%)	35 (5%)	194 (27%)
2003–04	580	387 (67%)	92 (16%)	30 (5%)	71 (12%)
2002–03	637	491 (77%)	93 (15%)	9 (1%)	44 (7%)
The South Carolina Department of Education began collecting data in this category in 2002–03.					



## TEACHERS EMPLOYED UNDER A LETTER OF AGREEMENT

Academic Year	Total Number of Teachers Reported	<p>Teachers who are eligible for employment under a letter of agreement include, but are not limited to,</p> <ul style="list-style-type: none"> <li>▪ late-hires,</li> <li>▪ retired teachers who return to teaching,</li> <li>▪ teachers who hold professional teaching certificates and who are employed in charter schools.</li> </ul> <p>The current ADEPT system does not prescribe evaluation requirements for teachers employed under a letter of agreement.</p>
2010–11	1,860	
2009–10	2,237	
2008–09	2,310	
2007–08	2,051	
2006–07	1,821	
2005–06	1,535	
2004–05	1,236	
2003–04	997	
2002–03	1,027	
2001–02	437	



## Flow Chart: Contract Types, ADEPT Processes, and District Options

